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This final Bulletin of the National Institute reviews the activities it has sponsored since June 1966. Major articles report the four Student/Beginning Teacher Conferences to evolve recommendations for new conceptual models of teacher education; the Conference on New Curriculum Materials and the Teaching of the Disadvantaged; the Professors in the Classroom Project to bring college professors in contact with disadvantaged pupils; the Four States Project in California, Colorado, Oregon and Wisconsin to fashion statewide models of programs for improving teacher education; and the Inter-Institutional Program Development Project in which each of 25 groups of institutions attempted to develop foundations for cooperation and to plan and develop programs for training teachers. A report of the activities of the National Steering Committee and Task Force includes a summary of recommendations for changing teacher education and an outline of relevant issues in the training of teachers for the disadvantaged. Other articles report the Developing Institutions Project; the Yale Conference of educators and behavioral scientists; and three Midwest conferences on youth, work, and urbanization. Included also are a brief summary of the institute's organization and purposes and a list of its 17 publications. (JS)

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THE NDEA NATIONAL INSTITUTE
for advanced study in teaching disadvantaged youth

BULLETIN/FINAL
DECEMBER 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The NDEA National Institute was planned and operated to stimulate and facilitate the improvement of teacher education, especially the preservice and in-service preparation of teachers for work with disadvantaged children and youth. It has provided unique opportunities for cooperative action between the U.S. Office of Education and the American Association of Colleges for Teacher Education, and among the Association and its member institutions. The Institute has been a related part of the broader effort of both the Office of Education and the Association to make teacher education increasingly relevant to the demands and requirements of our rapidly changing society. During its nearly thirty months of existence, the National Institute has profited from the heavy professional commitment both of the members of its Steering Committee and Task Force and of the many consultants who have contributed to its program of action and deliberation. In addition, it owes whatever successes it may have had in encouraging change in teacher education to the many persons across the country who have worked on the implementation of its programs.

This final Bulletin of the National Institute provides a brief but comprehensive review of the wide-ranging activities which have been sponsored by the Institute since June, 1966. More detailed information regarding these activities will be found in the published reports (a listing follows in this Bulletin) on specific aspects of the Institute's program.

It has been an exciting and productive two-and-a-half years. From the standpoint of the Association, the Institute has developed the foundations for a continuing program of activities directed toward the acceleration of improvement of teacher education.

On behalf of the Association, I wish to take this opportunity to thank all of those who have contributed to the success of the National Institute. Without the cooperation of Dr. John Emens, former president of Ball State University and his associates, the involvement of AACTE would have been impossible.

I would like to add a particular word of appreciation to Dr. Richard E. Lawrence, associate executive secretary of the Association, who devoted the major part of his professional time during the past two and one-half years to the leadership of this project. In addition the contribution of James Kelly, Jr., Polly Bartholomew, and Mary Wolfe to the program is deserving of high praise.

Edward C. Pomeroy
Executive Secretary
American Association of Colleges for Teacher Educatio

Washington, D.C.
December, 1968.

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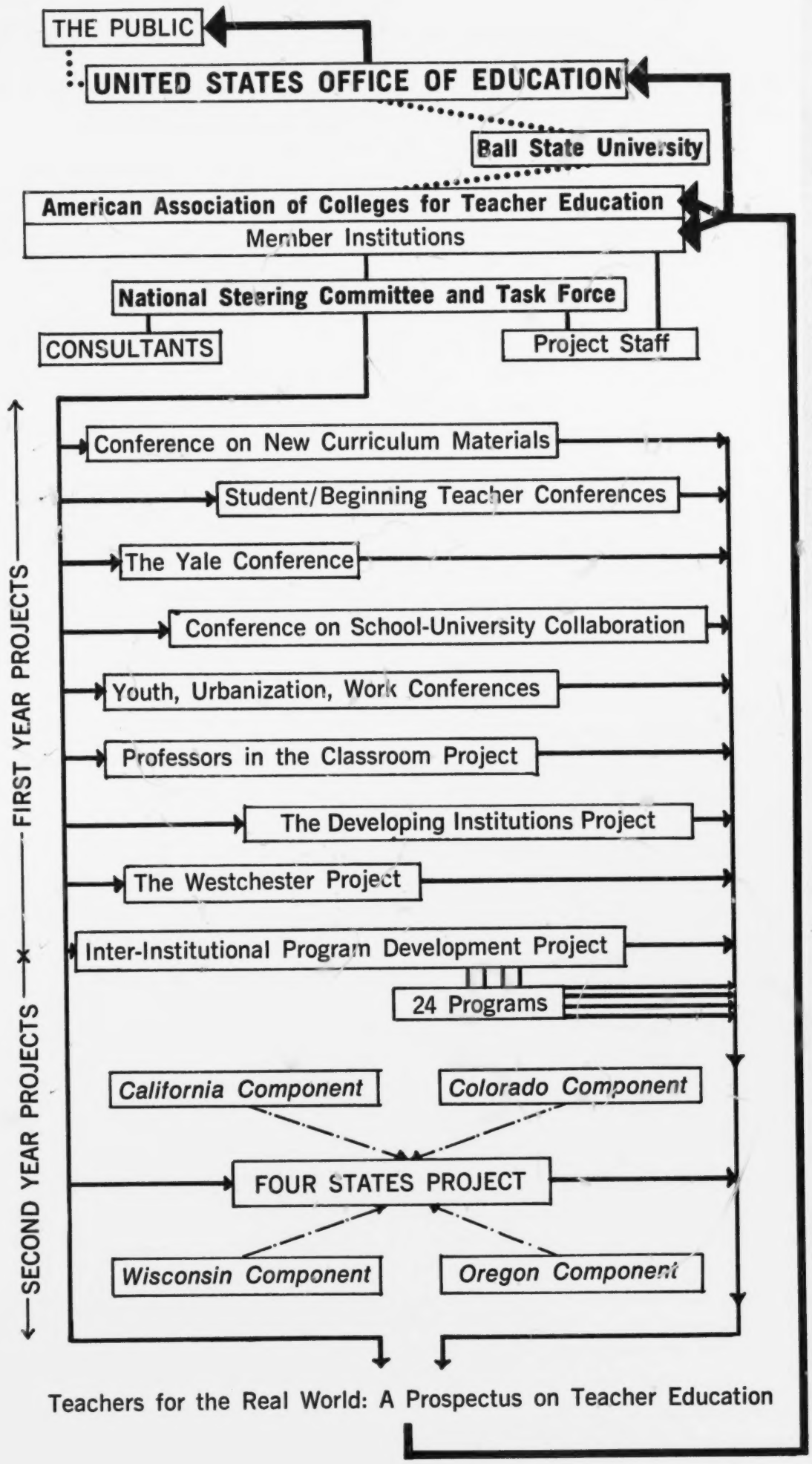
A PROJECT SUPPORTED BY THE U.S. OFFICE OF EDUCATION ■ ADMINISTERED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION IN CONJUNCTION WITH BALL STATE UNIVERSITY, MUNCIE, INDIANA

THE NATIONAL INSTITUTE PROGRAM DYNAMICS



On August 31, 1968, the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth completed two years of study, research, field programs, and dissemination. Administered by the American Association of Colleges for Teacher Education in conjunction with Ball State University, and supported by the United States Office of Education under Title XI of the National Defense Education Act, the Institute was initiated in June, 1966, as a response to the growing need to deal on a national scale with the issues and problems created by growing demand for relevant, contemporary preparation of teachers for the disadvantaged. It was proposed, particularly by the AACTE, that such a concerted attack upon this segment of teacher education would accelerate the revitalization of teacher education generally.

Two needs were identified, and in answer to these a two-pronged strategy was devised. First, the need for immediate improvement of in-service and preservice training programs for teachers of the disadvantaged who are daily confronted with crucial pedagogical decisions drew a response in the form of a wide-ranging program of field activities involving personnel at all levels and stages of teacher preparation, from student teachers to administrators of doctoral programs.

Second, the need for leadership in the long-range tasks of clarifying issues, defining problems, and identifying appropriate directions and developments with respect to substantial improvement of teacher education resulted in the creation of the National Steering Committee and Task Force, a group which, with its liaison and consultant members, has remained remarkably stable throughout the two years, despite the heavy commitments of its members. Thus, the Institute's work has been built on the creative interaction (and sometimes tensions) between the immediate problems and questions raised from the results of the ongoing field programs, and the more complex and less formulated

pressure for long-range improvements in the field of teacher education in general.

The National Committee, the Task Force of the Institute, has provided long-range leadership as it works "out in front" of immediate problems. At the same time and especially during the first year of the Institute the varied program of related field activities across the country (directed, supported, and in some cases initiated by the Committee and staff of the National Institute) has yielded on-the-spot insights and invaluable reactions of the individual teacher of the disadvantaged as he perceives his daily problems and professional commitment. Additionally, the field activities have served to assist in the solution of small but perplexing problems of the short term "wars" against the intellectual poverty of the disadvantaged. Finally, such programs have served to initiate pilot activities which have developed foundations for substantial innovation in teacher education.

In its second year, the National Committee turned increasingly to the more difficult aspect of long-range charting of national goals for the education of teachers. Field activities of the first year either gathered their own momentum, or were engaged in the local and autonomous use of the "seed money and ideas" of their Institute-funded programs of the past months. Ongoing programs began to show the broadened aspect of the Institute's concern. The Four-States Project, for example, was an attempt to fashion *state-wide* models of programs of improvement in the education of teachers, especially teachers of the disadvantaged.

The final report of the National Committee has taken shape as a "prospectus for teacher education." Now in publication at AACTE, the book is projected as a comprehensive study and guide for long-range, substantive planning in teacher education, and in particular, that segment of teacher education which prepares men and women to teach the disadvantaged.

THE NATIONAL INSTITUTE NETWORK OF INVOLVEMENT

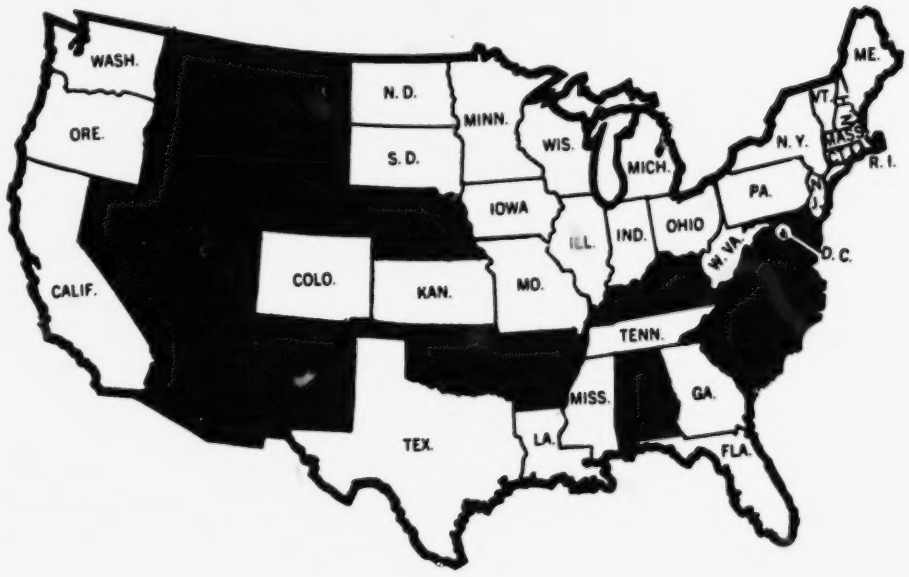
Institutions Involved

Higher Education Institutions
Regional Educational Laboratories
Professional Associations
State Departments of Education
United States Office of Education
District School Systems
Community Action Groups
Academic Associations

Persons Involved

Student Teachers
Beginning Teachers
Experienced Teachers
Teachers of Teachers
School Administrators
University Administrators
Academic Professors
Parents
Community Organizers

States Involved



Student/Beginning Teacher Conferences

Across the country, student teachers reflect new and definite ideas about teacher education. The Student/Beginning Teacher Conferences sponsored by the Institute enabled young teachers to air their views of their preservice education to educators now engaged in preservice education. A unique emphasis on the beginning and student teacher's view characterized the four 1967 conferences in New Orleans, Detroit, Los Angeles, and Boston. Each conference involved student teachers, beginning teachers, experienced teachers, professors of education, and community representatives.

Adult professionals—teacher educators and school administrators—were invited to listen and advise. The insights and perspectives of community people were sought in order to define the disadvantaged child and his environment.

It was hoped that the dialogue among the participants would evolve into recommendations for *new* conceptual models of teacher education, designed to prepare more effectively teachers of the disadvantaged and to help them to become active agents of change in schools with high concentrations of disadvantaged youth.

Although all four conferences were concerned with the same basic issue, each had its unique format. Each planning committee was free to develop the program which, in its opinion, would most effectively utilize regional resources in achieving the common major aims and objectives of the project: to review and evaluate current teacher training, and to recommend needed changes with suggestions for implementing these changes. Each conference involved approximately seventy participants, the majority of whom were student teachers and beginning teachers; each sought to take as much advantage as possible of existing organizations as potential vehicles for implementing the suggestions, solutions, and conclusions of the conferences.

The focus of the Detroit conference was on the special problems of the disadvantaged children in the big city. While these children, both white and Negro, are poor, many of them are facing the added difficulties of making the adjustments to big-industrial city ways of life from a rural background.

The planning committee supplied film montage depicting the ecology of the inner city, with clips from several well-known films, alley walks in several sections of Detroit, and a slide-tape portraying life in the city through the eyes of local youth. From this base of common experience, conference members met, discussed, and planned solutions to problems of teacher preparation for inner-city teaching.

The Northeastern regional conference was unique in that all the participants were asked to join a "live-in" experience by residing for the entire conference at Castle Hill.

Four papers were prepared and distributed before the beginning of the conference, each representing a different point of view on teacher education; one by a school vice principal, another by a professor of education, a third by a director of Upward Bound, and the fourth by two student teachers.

A group of junior and senior high school students came to Castle Hill the second day, to talk about their education in the public schools of Boston, Cambridge, and Brookline, and conference members had a chance to meet in small groups with them.

The focal concern of the Los Angeles meeting was preparing teachers to educate the children in the two major disadvantaged groups in California—the Mexican-Americans and the Negroes.

To provide a "reality" setting, the conference moved out into the community, meeting on the first day in East Los Angeles to consider the problems of education for the Mexican-American, and on the second day in Watts to take up the problems of the Negro student. Since a major objective of the conference was to go beyond the parley stage, participants were selected with an eye to their coming together after the conference in cooperative college-school-community action groups. Students and faculty from the six state colleges in the Los Angeles and San Francisco areas were the nucleus to which young teachers and school administrators were added, as well as representatives from the state department of education, teacher associations, and professional organizations.

The New Orleans planning committee organized its program around a consortium involving representatives of five private universities and colleges, and the public and parochial school systems in New Orleans parish. The consortium has been and is currently cooperating in a joint program designed to improve integrated student-teaching experiences in both public and parochial schools in advantaged and disadvantaged areas of New Orleans. School principals who were members of the planning committee arranged the community visitations which were a distinctive feature of the New Orleans conference. Visits were made to homes, to the schools, community centers, settlement houses, recreation centers, housing authorities, and churches in four poverty areas of the city. Opportunities were provided for talking with children and teachers in the schools, with parents in their own homes, with professional community workers and community volunteers, and with the clergy.

Each of the conferences included time and direction for future cooperation among the individuals and institutions represented, and many of these plans have grown into continuing programs.

Because of its special relevance to the concerns of the Institute, "Studies in Deprivation" was published by the Institute as an Occasional Paper. The paper includes studies of the environmental effects of deprivation, effects of class and race on language, effects of deprivation in two Indian communities, and racial attitudes as a factor in teacher education.

The Westchester Follow-up Study

The National Institute sponsored a follow-up study of an in-service program for teachers of disadvantaged youth held in three Westchester, New York, communities during the summer of 1966. Vernon Haubrich, University of Wisconsin (and National Committee member) and Philip Freedman, Hunter College, conducted focused interviews with 72 of the 150 educational personnel involved in the program.

The interviews, taken in November and February following the summer program, took the form of questionnaires centering about the two major objectives of the program:

> to enable teachers to gain a wider range of competencies within the classroom in dealing with disadvantaged youth;
>
> to enable teachers to understand the concerns of parents of disadvantaged youth as a major means of effecting educational change for children.

The general conclusion of both interviewers was that once the teachers and other educational personnel returned to the school classrooms or offices, many, if not all, of the summer's learnings were forgotten under the press of events. The number of changes carried over into the regular year was slight on the part of both teachers and non-classroom personnel.

The follow-up study's recommendation urged that summer training be thought of only as a segment of retraining, and that the regular school year figure in retraining plans. The study likewise recommended a program to re-educate all educational personnel to the essential nature of home support for school programming.

As of January, 1969, the publications division of the American Association of Colleges for Teacher Education will begin direct dissemination of all Institute publications. Inquiries and orders should be addressed to AACTE, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Conference on New Curricular Materials and the Teaching of the Disadvantaged

In June, 1967, the National Institute convened a three-day conference in order to examine the relation between curriculum change and better education for the disadvantaged.

The Conference on New Curricular Materials and the Teaching of the Disadvantaged invited curriculum-makers from a number of nationally based curriculum projects in the natural sciences, social sciences, and humanities. It invited academic specialists and academic generalists; it invited specialists particularly involved with teaching the disadvantaged. It invited representatives of eight populations in the United States who constitute disadvantaged minority groups.

Eight working groups comprising these participants met individually to consider certain organizational principles of curriculum, then met together to hear nationally known educators as well as officials of the United States Office of Education and the National Science Foundation. Prior to the conferences, position papers of the minority groups, possible organizing principles for the curriculum, and similar background material were sent to the participants in order to focus their thinking and provide continuity for the small group discussions.

One of the working groups became a cohesive and exciting exchange of ideas and experience, whose members will continue to seek the conceptual basis which would make effective curriculum development possible for ghetto children. They were concerned not only with the relevance of materials to the lives and hostilities of the children, but with the ways in which teaching methodology might be incorporated into the curriculum itself.

Other groups felt ready to tackle projects in different areas, such as problems of Mexican-American children of the Southwest, or of migrants. But beyond these groups within the curriculum conference, many participants felt ready to engage their own curriculum projects with problems of ghettos, of migrants, and of culturally separate groups of children.

Saul Cohen, dean of the graduate school, Clark University, was the liaison member of the National Institute to the Planning Committee for the Conference. Martin Schein, director, Committee on Undergraduate Education in the Biological Sciences, Washington, was chairman of the Planning Committee for the Conference. Mrs. Virginia Frank, Washington representative, Southern Education Foundation, Atlanta, organized the background papers for the participants and prepared the Conference report for the Institute.

Developing Institutions Project

The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth was host to representatives from five developing institutions at a special series of pilot conferences in May, 1968. The Conferences, supported by the Institute, reflected growing concern with the role of developing institutions as they strive for continuous improvement of teacher education programs, meeting the constant challenge of competition with larger institutions for funding and personnel for such programs.

Specifically, the two conferences were planned to determine in what ways the American Association of Colleges for Teacher Education (AACTE), which administers the Institute, might be of greater assistance to these institutions. Invitations were accepted by Alabama State College, Montgomery, Alabama; Atlanta University, Atlanta, Georgia; Central State University, Wilberforce, Ohio; Florida Agricultural and Mechanical University, Tallahassee, Florida; and Tennessee Agricultural and Industrial University, Nashville, Tennessee. E. John Pole, associate professor of education, Ball State University, Muncie, Indiana (on leave to the National Institute) coordinated the conference.

Four-States Project

The Four-States Project, the chief field activity of the Institute's second year, was designed

> to identify ways that training funds and other resources could be more effectively used in the improvement of teacher education, both preservice and in-service.
>
> to create a state structure or pattern of relationships which might facilitate the coordination and effective use of higher education resources for Title I training programs and others.
>
> to develop statewide models for achieving the above ends in the four states which might be used by other states.

Funded simultaneously in California, Colorado, Oregon, and Wisconsin, the Project encouraged each component to evolve a distinctive pattern while preserving the objectives common to the entire program.

The California component was a program of research, evaluation, and assessment, working with and through the State Department of Education and with project directors of Elementary and Secondary Education Act Title I, Title III programs to evaluate the innovation and potential for change in programs of teacher education.

The Colorado component actively involved representatives of all the educational units in that state that are committed to a unified teacher education program. Twelve institutions of higher education with teacher education programs actively participated in the Colorado project.

The Oregon component differed from the others in that it was a demonstration program concerned with in-service training for teachers and teacher aides, a *practicum* program concerned with using communities' resources, with having aides assist teachers in the classroom, and concerned with placing both professor of education and professor of academic discipline with the student teacher in the classroom. Important in the priorities of the Oregon component were the involvement of local education personnel in training their own teachers, and current negotiations with the state department of education to redefine the role of the teacher aide.

The Wisconsin component engaged in making a comprehensive, state-wide study of the relevance of ESEA Title I programs to teacher education. The component's major thrusts were comprehensive programs of preparation with continuous experiences with disadvantaged youth, programs which viewed the development of clinical teaching and training centers as crucial to para-professional and professional training.

Common elements of the four component programs are state-wide focus on planning for teacher education; training viewed as interdisciplinary, interrelated and continuous; teacher education viewed as a combined effort of the schools, universities, and education agencies; and programs which focus on the nature of institutional change with the aim of achieving institutional change in teacher education.

Professors in the Classroom Project

The Institute's Professors in the Classroom project, in cooperation with the New England Board of Higher Education (NEBHE), and the New England School Development Council (NESDEC), sought to discover implications for teacher education by supporting a program which brought college professors into contact with disadvantaged pupils in their city and rural classrooms.

Thirteen college professors were invited, through NEBHE and NESDEC, to teach one or more classes in their subject area during part of a school term (early 1967) in a New England elementary or secondary school which daily faces instructional challenges of youngsters who come from disadvantaged areas, both urban and rural.

Through the project, curricular materials prepared by the professors were tested in action and were evaluated by the college professors, the cooperating teachers, and by the students themselves. For example, all the professors found that traditional materials and methods—recitation, lectures—had little appeal to their students. On the other hand, the disadvantaged students responded, sometimes in striking fashion, to dramatic presentation, to visual presentation, and to lively discussion stemming from current and relevant student experiences.

Additionally, the project sought to alleviate a universal problem in teacher education: the remoteness of college personnel, both academic and professional, from the classrooms in which their college students will teach. Except for the student teacher supervisor, it is the rare campus professor who has close contact with individual or group instruction in city, rural, or even suburban classrooms.

Out of the individual reports of the "classroom professors" and a subsequent workshop came recommendations, both general and specific, for improving current models for teacher preparation, based on the combined experience and thinking of all the professors and their hosting teachers. Richard H. Goodman, executive secretary, New England School Development Council, directed the NEBHE-NESDEC Professors in the Classroom Project. The Institute's publication Project Report/Five is a detailed account of the Project.

The Yale Conference

Educators and behavioral scientists met at Yale University in December, 1966, to exchange insights and professional expertise concerning the "child who does not learn."

Since these disciplines have traditionally experienced some difficulties in communicating, the conference itself diminished this problem somewhat and opened the way to frank expression of opinion. A major achievement of the

(Continued on page 16)

Youth, Work, Urbanization Conferences

Three related Midwest conferences on the topics of youth in a changing society, urbanization, and work were held with the support of the Institute during April and May, 1967. Although each of the invitational conferences had its own emphasis, common objectives were achieved through pre-planning and by the attendance of certain key educators at all three conferences. This continuity of attendance was planned to provide a core of discussion leaders who were able to relate the various meetings to the central theme. Additionally, position papers and other materials from earlier conferences were available to participants in subsequent conferences.

Common objectives of all the meetings were—

To enable various federal, state, and local officials to study the complexity of legal, social, economic, and psychological constraints on youth;

To encourage a philosophical and operational review of the purposes of various laws written for disadvantaged youth and of the agencies created by these laws;

To review the critical factors in urbanization, their relation to disadvantaged youth, and the impact on society of the urbanizing community;

To examine the implications of changing work, living, and recreational patterns for those agencies and individuals responsible for youth; especially for those who control the education of youth and the preparation of teachers;

To examine alternative strategies of action—legislative, educational, and social—which could guide officials responsible for dealing with the various problems of youth, urbanization, and the education of teachers.

The Chicago Conference—Urbanization, Work and Education—approached problems relating to the education of disadvantaged youth by presentation and discussion of current patterns in urban education, the role of the community, the teachers and educational policy makers. Likewise, under discussion was the role of the school in preparing youth to participate in society as functional economic persons.

The Cleveland Conference—Youth in a Changing Society—dwelt on presentation from research and experience of the challenges and opportunities for youth in the dynamic American culture. Particular emphasis was laid upon the stress of problems in the inter-function of work and education.

The Madison Conference—Teacher Education in a New Context—was professionally centered. The areas examined by participants in this conference included experimental urban programs and their problems, reorganization of urban schools, teachers and teacher behavior in the urban school, administrative behavior and effective programs for teachers, transitional patterns from rural-small town to urban setting, and the social psychology of success for urban youth.

Results of discussion from the previous conferences were assimilated into final sessions. Participants in the two-day conferences comprised invited members of state departments of education, welfare and health, officials from the various offices in the United States Office of Education, representatives from university schools of social work, medicine, law, and education, state officials from the Office of Economic Opportunity, and related organizations such as Head Start and Upward Bound, representatives from the area of vocational education, selected members from public schools and universities, and members of the governor's staff in the respective states. Vernon Haubrich was liaison member of the National Committee to the Conferences.

An ERIC Clearinghouse on Teacher Education has been established under the sponsorship of three professional groups: The American Association of Colleges for Teacher Education (AACTE); The National Commission on Teacher Education and Professional Standards (NCTEPS); and The Association for Student Teaching (AST).

The Clearinghouse, part of the ERIC (Educational Resources Information Center) system of the U.S. Office of Education, is interested in acquiring, evaluating, abstracting, indexing, storing, retrieving, and disseminating significant information on the pre- and in-service preparation of teachers, supporting school personnel, and teacher educators.

Materials being sought include research documents, newsletters, program descriptions, theoretical papers, published or unpublished conference papers, curriculum guides, studies, addresses, and other useful types of information.

Although its scope is broad and the Clearinghouse seeks all significant materials related to teacher education, four priority areas have been designated.

- The means and methods by which pre- and in-service personnel can secure supervised practice in developing skills and insights. Examples include microteaching, simulation, internship, and analyses such as interaction analysis.
- The manner in which school personnel can be organized to provide the best services possible, utilizing their unique competencies, insights, and interests. This area includes staff role differentiation and organizational patterns.
- The kinds of preparation programs which enable teachers to serve the special educational needs of all the people. Illustrative topics include (a) preparing to teach in the ghetto; (b) learning to teach bilingual students; and (c) adapting segregated schools to serve integrated student bodies with integrated staffs.
- The ways in which lifelong teaching competencies can be maintained and extended through productive collaboration of collegiate institutions, local schools, state agencies, and other organizations. Examples of topics include differentiated in-service programs for individuals with various levels of preparation, responsibility, and competence; and those factors which encourage or inhibit innovative and exemplary practices.

Researchers and practitioners who have materials of interest to their colleagues are invited to send two copies, and if possible, a 200 word (or less) abstract to the ERIC Clearinghouse on Teacher Education, 1156 15th Street, N.W., Washington, D.C. 20005.

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**Chairman, National Steering Committee*

Central to the accomplishment of the Institute's purposes have been the activities of the National Steering Committee and Task Force. This group, with its consultants (in the second year) and liaison members, was charged to define the immediate program and policies of the Institute and to give continuing attention to the issues and problems which must be clarified and dealt with, if effective and lasting changes are to be made in teacher education.

During the first months of the Institute, the Committee concentrated on selection of appropriate field projects across the country. As this national purpose took shape, the Committee gave more emphasis, in its monthly meetings and other interaction, to what came to be seen as its primary function: the provision of leadership for needed change in teacher education. In moving toward this challenging objective, the National Steering Committee has

. . . presented a discussion paper outlining recommendations concerning imperative changes in teacher education. At the National Invitational Conference on Research and Action Imperatives in Teacher Education, held in Dallas, October, 1967, the conference of educators and specialists from many parts of the United States heard the following recommendations from the Committee:

"1. Responsible training is directly related to job analysis, while job performance must be directly related to goals. Teacher education programs must have built-in means of evaluating the relationship of the training curriculum to tasks which teachers must perform.

2. A renewed emphasis on the value of early, planned, sequenced experiences with children ought to incorporate (a) attention to process, (b) the responsible involvement of the student teacher as a participant in his own learning.

3. Teacher training programs must incorporate knowledge, skill, and understanding related to work with parents, to other health, education, and social welfare agencies, and to the community at large.

4. Rather than continue to train teachers to rely on many specialists to solve daily problems, teacher training programs must incorporate meaningful experiences with these specialists in order for the student teacher to develop shared responsibility for the children.

5. Through contemporary application and use of the case conference, consultation and supervision, schools of education, as they place student teachers in specific school systems, must insure the meaningfulness and value of these student teaching experiences.

6. A major problem in teacher education is that too few schools of education specifically prepare personnel for teacher education at the advanced professional level. It is recommended that the Education Professions Development Act give immediate attention to this critical need.

7. Since change in teacher education must be accompanied by change in public schools, immediate attention must be given to training educational administrators, and supervisory and specialist personnel at all levels.

8. Teacher education must provide training and experience in work with a variety of education personnel, from teacher aides to teacher strategists.

"The school systems of the nation and the universities and colleges of teacher education must work together in a program of teacher education which aims both to reconstruct teacher training and to improve the schools themselves."

. . . released a position paper on school integration which called for an immediate reexamination at the federal, state, and local levels of educational policies and practices directed to the problems of the disadvantaged.

The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth was supported by the United States Office of Education, under Title XI of the National Defense Education Act. It was administered by the American Association of Colleges for Teacher Education (AACTE) in conjunction with Ball State University, Muncie, Indiana. Donald Bigelow, Edward C. Pomeroy, Executive Secretary, AACTE. John Emens, president, Ball State University.
The National Institute staff: Richard E. Lawrence, associate executive secretary, AACTE, director; James E. Kelly, Jr., associate director; Polly Bartholomew, program associate; Mary Wolfe, editorial associate.

The members of the Institute agreed that an essential part of the solution of the education of disadvantaged youth is through their integration into the greater community; yet, present educational programs that are especially planned for disadvantaged learners, with few exceptions, are segregating disadvantaged youth from the mainstream of the school and community.

Compensatory and remedial work in the context of the integrated classroom include pre-school, school, and post-school programs that involve total school programs and the contact and association of youth from all socio-economic strata. Although the Institute Committee recognized that social and economic integration are not easy to achieve, nevertheless, they cautioned that care must be taken lest the present style of helping youth via special programming hinder and hurt rather than help the disadvantaged and the poor.

Teachers and learners in such compensatory programs are too frequently isolated within specialized programs and operate apart from the rest of the school population. Federal regulations are too often interpreted in ways that preclude common learning experiences. The result is that actions to help the disadvantaged detract from needed improvement in regular programs where the real job must be done and encourage dangerous tendencies toward the establishment of a new educational sub-specialty.

Examples of discriminatory practices are found in a variety of programs. They begin as early as the pre-school via Head-Start programs for selected poor. Later, when the child is in school, he is drawn out for remedial and special education programs; or he is marked for special counseling sessions; or he is placed in special "vocational" programs that mark him for a declining labor market and reinforce second class citizenship. Even the teachers of these students usually are denied the opportunity for integrated in-service training but must be treated apart as a special group. Current regulations encourage restrictions under which only special teachers in special segregated classrooms receive the benefits of special training in separated groups. The programs for out-of-school youth—Job Corps, Neighborhood Youth Corps, Upward Bound—in most instances serve to insulate these youth and prevent their integration and their functioning in the general community. In particular, the Job Corps students are rigidly segregated into reservations and compounds restricted solely to the poor. Such programs demand immediate examination.

. . . identified, developed, and clarified relevant issues in a paper which posed the following questions:

A. DEFINITION OF THE DISADVANTAGED PUPIL
   1. Does the term disadvantaged refer to children who are different because of the lack of American middle-class cultural virtues and values?
   2. In what terms should the disadvantaged be identified?
   3. What are the social, cultural, and learning assets of the disadvantaged?
   4. Should the identification and definition of these disadvantages and assets be left to the poor themselves? How do they see their social and educational needs, ambitions, and goals?

B. DEVELOPMENT OF RELEVANT THEORIES OF LEARNING
   1. What are relevant learning theories for the disadvantaged? How do they differ from learning theories for the advantaged?
   2. How can relevant learning theories be developed in teacher training programs and implemented in the schools?

C. DEVELOPMENT OF A RELEVANT CURRICULUM
   1. Should compensatory programs attempt to compensate for the inadequacies of the students or for the inadequacies of the curriculum?
   2. In structure and in content, how does a meaningful curriculum for the disadvantaged differ from a meaningful curriculum for the advantaged?
   3. What are the most important criteria for relevancy in a curriculum for the disadvantaged?
   4. What are the levers of change in curricula: administrators' and teachers' attitudes? teachers' skills? basic school structure?

(Continued on next page)

. . . agreed to direct their efforts toward the preparation of a prospectus for the education of teachers. Consultants were invited to participate in discussions of topic areas for the manuscript of National Committee meetings over a six-month period. Committee members then incorporated the observations, recommendations, and proposals resulting from this intensive analysis of the problem, together with the reports, models, and recommendations which had come from the first year field activities, into a book-length manuscript, now in publication through the American Association of Colleges for Teacher Education. *Teachers for the Real World* is projected as a comprehensive study and guide for long range substantive planning in teacher education with special attention to alternative strategies for bringing about needed changes.

In addition, *Teachers for the Real World* will seek to identify the social and economic problems which have important implications for teacher education and to provide the broad outline, together with some specific programmatic suggestions, for teacher education which is relevant to the demands of our times.

. . . relevant issues

D. PROFILE OF THE TEACHER OF THE DISADVANTAGED
   1. How can the teacher's formal work structure be defined, especially in relation to the social worker, the therapist, an identification figure, a representation of the "establishment"?
   2. Should the role of teacher be redefined to include subprofessionals and liaisons between the school and community?
   3. Should prospective teachers personally be motivated to function effectively in existing school systems, or to function as change agents who are non-accommodating to the present system?
   4. What are the assets and disadvantages of a middle-class teacher's teaching the disadvantaged? of a lower-class teacher's teaching the disadvantaged?
   5. Is there a certain type of person who can teach the disadvantaged?

TEACHER TRAINING PROGRAMS

A. LOCATION OF PROGRAMS
   1. Assuming limited resources, should training programs be concentrated in areas where quality training resources prevail, or should they be spread to achieve a maximum quantitative effect?
   2. How should inter-university research be administered and supported so as to make teacher training of the disadvantaged a joint effort?

B. STRUCTURE AND FLEXIBILITY OF PROGRAMS
   1. For how many years should the training of teachers extend?
   2. Should training programs be restructured to open channels for subprofessionals to earn teaching certification?
   3. What should the sequence of experiences (particularly laboratory experiences) for the prospective teacher be?

C. THE PROCESS OF CHANGING ATTITUDES AND DEVELOPING UNDERSTANDING OF THE DISADVANTAGED
   1. How can changes in attitude and development of understandings of the disadvantaged be effected?
   2. How important is the development of professional self-insight in attitude change and in development of understandings?

D. LABORATORY EXPERIENCE
   1. Should the preparation of teachers of the disadvantaged involve work in community agencies outside the schools?
   2. How can the student teaching experience be restructured so as to provide the prospective teacher with more teaching experience and more quality supervision?

E. THE PROCESS OF TEACHING: HOW CAN IT BE TAUGHT?
   1. To what extent is successful teaching of the disadvantaged a function of the teacher's personal qualities?
   2. How can prospective teachers learn the process of discipline in classes of the disadvantaged?
   3. How can the prospective teacher learn to tap the motivations of disadvantaged youth?

F. THE PROSPECTIVE TEACHER AND CURRICULUM FOR THE DISADVANTAGED
   1. How can teachers be trained to design curricula as well as to implement them?
   2. How can book-oriented prospective teachers be trained to design curricula for disadvantaged youth that is physically active and job-world oriented?

G. JOINT RESPONSIBILITY OF COLLEGES OF EDUCATION WITH ACADEMICIANS, SCHOOL SYSTEMS, AND COMMUNITIES
   1. Joint Responsibility of Colleges of Education with Academicians:
      a. Should an intra-university program for training teachers of the disadvantaged be developed?
      b. How can the academicians contribute to the development of relevant curricula for the disadvantaged?
   2. Joint Responsibility of Colleges of Education with School Systems:
      a. Should the colleges of education have joint responsibility with the school systems for the development of curricula; e.g., through research?
      b. Should professors of education and academic specialists have the actual experience of teaching in classes of the disadvantaged?
      c. Should teachers with supervisory skill be released part time to supervise student teachers?
   3. Joint Responsibility of Colleges of Education with the Community:
      a. Should teacher training programs for the disadvantaged be structured to use resources of families in the community of the disadvantaged?
      b. Should teacher training programs take advantage of the resources of community leaders and agencies already working with the disadvantaged?
      c. How can teachers be trained for the role of change agent in the community?

H. THE ROLE OF RESEARCH
   1. How can the process of training teachers to teach the disadvantaged become diagnostic and research oriented?
   2. How can prospective teachers be trained to become diagnosticians and researchers?

I. IMAGE AND GROUP IDENTITY
   1. How can teacher training programs for prospective teachers of the disadvantaged develop a sense of identity, purpose, and positive recognition among professional educators and prospective teachers?
   2. How can programs for training teachers of the disadvantaged help to reduce the stigma created by the label *disadvantaged?*

. . . participated in

Tri-University Project Meeting. •
Triple-T Project Meetings.
Matthew Trippe serves as chairman of the committee of consultants for the Triple T. Saul Cohen, Richard Foster, Vernon Haubrich, and James Tanner serve as members of this Committee. B. O. Smith, R. E. Lawrence, and James Kelly have served as special consultants to the Project. •
Consortium of Professional Associations for Study of Special Teacher Improvement Programs (CONPASS) Meetings.
Saul Cohen serves as Vice Chairman of this group. Vernon Haubrich serves as a member of the special committee for Project Impact which is directed by CONPASS. •
Joint Meeting of the National NDEA Institute Committee, AACTE Committee on Studies, and CONPASS. •
National Conference on Teacher Education. •
Education Professions Development Act.
William Engbretson and Arthur Pearl served as members of planning task forces for this act. •
NDEA Institutes and Experienced and Prospective Teacher Fellowship Programs.
Members of the National Committee and staff served on review panels for these programs. •

The Inter-Institutional Program Development Project

Many and varied approaches to change in education have been evidenced in the activities of the Inter-Institutional Program Development Project of the National Institute. With the supervision of the National Committee and Institute staff, the project has involved twenty-five groups of institutions, inter-university, university-school and school systems, and other coalitions which include regional educational laboratories and community action groups in many areas in the United States.

During the past year, each of the groups has aimed through different strategies to (a) develop the foundations for a continuing intra- and inter-institutional dialogue among persons whose concern is, or should be, with the preparation of teachers of the disadvantaged; and (b) plan or develop programs for preparing these teachers. The IIPD projects have made special efforts in these plans to incorporate experience with other federally supported programs for the disadvantaged, and to promote the coordination of efforts to improve the education of the disadvantaged.

■ **The Intra-University Seminar at the University of Denver** engaged the faculty within the college of arts and sciences and the college of education during three quarters of a school term. The seminars were concerned with—

1. the problems of differentiating the disadvantaged in the Denver metropolitan area;

2. the problems of analyzing the structure of teacher education and the contributions of the respective components of the university toward the improved education of teachers;

3. the scope of surveying and analyzing the school as a social system.

Director: Edward Lindell, University of Denver, Denver, Colorado

■ **The Bethel Program** is an attempt to institute the New Careers Model in the school system, together with a particular training philosophy. It aims to reconstruct the relationship of the classroom teacher to the student, to the curriculum, and to the goals of education. It hopes to incorporate these findings into the moulding of a teacher training program on both preservice and in-service levels. The program's interrelated units included in-service seminars, released time teachers, quality control mechanisms, and extensive use of videotape.
Director: Arthur Pearl, University of Oregon, Eugene, Oregon

■ **The Interdisciplinary Committee to Study Preparation of Teachers for Disadvantaged Youth** made it possible for the department of education at the University of Rhode Island to initiate an interdisciplinary dialog within the university community. A committee was formed from several areas of study in order to arrive at some promising innovations relative to experimental ideas for improving teachers for the disadvantaged, and to provide a foundation for planning a future education program to prepare individuals for working with the disadvantaged.

Director: Dr. Robert W. MacMillan, University of Rhode Island, Kingston, Rhode Island

■ **Preparing Teachers of Disadvantaged Children: A Survey of Characteristics of Elementary Education Programs in Texas and Louisiana** was phase one of a three-phase project of the Southwest Educational Development Laboratory. The first phase encompassed this comprehensive study of professional and paraprofessional personnel who work with the disadvantaged as well as in-service staff development programs. The second phase focuses on dissemination of findings through conferences, seminars, publications, and other media. The third phase involves the design of prototype preservice and in-service staff development programs.

Director: Edward Hindsman, Southwest Educational Development Laboratory, Austin, Texas

■ **An Institute for Advanced Study on Teaching Disadvantaged Youth** at the University of Tennessee proposed to investigate whether or not teacher education curriculum can be modified to meet the present need to prepare teachers to work with disadvantaged youth. The investigation was carried out through an institute designed—

1. to acquaint college representatives with the need to educate teachers to work with disadvantaged youth;

2. to acquaint participants with the homes, school, and socio-economic environments of the disadvantaged;

3. to acquaint participants with problems of teaching the disadvantaged;

4. to acquaint participants with current materials useful in preservice instruction and with means by which additional materials may be created.

Director: Donald R. Cruickshank, University of Tennessee, Knoxville, Tennessee

■ **The Indiana Institutional Development Project for Preparation of Teachers of Disadvantaged Children and Youth** comprised two work-study conferences. During the first of the two-day conferences, representatives identified issues and met in small group discussions and special interdisciplinary work groups. During the second conference they explored possible solutions and sought to agree how these solutions might best be reached. During the summer which followed, a planning-writing committee that was elected at the second conference, met to explicate the plan of action discussed at the conference.

Director: John Dunworth, Ball State University, Muncie, Indiana

■ **The Appalachia Cooperative Program in Teacher Education** conducted three conferences in the school systems of each of four counties in West Virginia, so named because of a large involvement in programs for disadvantaged pupils. The conferences provided an opportunity for persons with varied backgrounds and assignments to discuss topics vital to the provision of improved educational opportunity for the disadvantaged. The topics for the three conferences were: The Disadvantaged Pupil; The School Program; Teacher Preparation.

Director: Robert B. Hayes, Marshall University, Huntington, West Virginia

■ **The Harvard-Boston Summer Program** placed twelve doctoral students from the Harvard Graduate School of Education as interns in the Harvard-Boston Summer Program. The program provided in-service education for sixty teachers from Boston's 17 compensatory school districts, with particular emphasis on curriculum development—especially language arts. The program concentrated on the development and classroom testing of curricula and teaching methods especially relevant to disadvantaged youth, with the aim not only of developing new materials and procedures, but also of sensitizing teachers to the constant need of improvement of such materials and procedures.

Director: George Thomas, Harvard University, Cambridge, Massachusetts

■ **Design of an Interdisciplinary Model for Preparing Teachers for Disadvantaged Youth** aimed to develop, through a weekly seminar of scholars, a teacher preparation design in the context of a three-dimension model. Twelve inter-

(Continued on page 12)

The Inter-Institutional Program Development Project

disciplinary planning seminars were held with eight academicians involved in each; three educationalists, three sociologists, one psychologist, and one social psychologist. Seminar sessions were devoted to discussions of psychological and sociological variables relevant to the problem of in-service training for elementary teachers.

Directors: Roland Kimball and Stuart Palmer, University of New Hampshire, Durham, New Hampshire

■ **The Atlanta Area Workshop on Preparing Teachers to Work with Disadvantaged Youth** had as its objectives the persuasion of the participants that teachers who work with disadvantaged youths have special problems; the generation of ideas or descriptions of model preservice and in-service programs for teachers; the establishment of actual program planning procedures. The workshop structure had two features designed to accomplish the objectives. The first was addresses by four speakers and a panel of young teachers, demonstrating the need for teacher education and describing the nature of program alternatives. The other feature of the workshop, the small group sessions, was intended to accomplish the commitment of these participants to some program. These were indeed program planning groups. The ten group chairmen had outlines of a sequence of tasks to follow and by the last session each group produced several descriptions of teacher education programs.

Directors: Lynn Shufelt, The Atlanta Area Teacher Education Service, Atlanta; Wilmer S. Cody, Urban Laboratory in Education, Atlanta, Georgia

■ **The Faculty and the Urban Child** was designed to improve teacher education programs at local college and university levels cooperatively. It was concerned with first, poverty and faculty development; and second, with teacher education programs, including elementary and junior high school education. An important feature of the program was its utilization of the team teaching concept involving senior students from the D. C. Teachers College as team leaders. Assigned part-time, with pay, the senior students were themselves products of the inner-city situation. The student teacher teams were also used to demonstrate new techniques and methods for handling learning problems in the inner city classroom.

Director: Miriam C. Everette, D. C. Teachers College, Washington, D.C.

■ **The Collier County Institute for Teachers of Disadvantaged Children and Youth** comprised several related experiences. A two-week intensive core study for participants constituted its major focus. This study included consultation, lecture, interaction, training in group dynamics, information and reaction sessions with representatives of the migrant population of the counties together with personnel from the public resources available to the disadvantaged. Visitations of homes and on-site consultation with migrant citizens was another major input to the institute, as was classroom visitation and demonstration. The institute's program was completed by reinforcement sessions after the two week meeting and visitations and with a final conference at the University of Miami.

Director: Robert E. Hendricks, University of Miami, Coral Gables, Florida

■ **Cooperative Urban Teacher Education (CUTE)** utilized IIPD funds to plan its program. Its objectives are to develop a program to prepare teachers of the disadvantaged; to develop faculty awareness in participating institutions; to develop patterns of cooperation among participating institutions. The general framework of the curriculum used in the design of the urban teacher education project is the empirically derived "sequence of concerns" developed by the Texas Research and Development Center at Austin. Curriculum content will be coordinated with field experience in such manner as to enable the prospective teacher to gain a deeper understanding of himself and the pupils with whom he will work. Use will be made of seminars, workshops, and videotapes of the student teachers' classroom teaching.

Director: Grant Clothier, Cooperative Urban Teacher Education Project, Kansas City, Missouri

■ **The Inter-Institutional Institute on the Contributions of Disciplines other than Professional Education to the Preparation of Teachers of Disadvantaged Youth** consisted of a two-day conference focused on the preservice preparation of teachers. Representatives from the two host institutions and two cooperating institutions attended sessions with consultants and discussed the presentations in large and small groups. These discussions were joined by representatives of the public schools, the community at large, and the state department of education.

Directors: Lyle Hanna, California State College at Los Angeles, Los Angeles, California; Arthur Marion, San Fernando Valley State College, Northridge, California

■ **The Integrated Teacher Education Project** was designed to foster discussions between the University of Illinois and the Chicago public schools that might lead to a cooperative venture designed to improve teaching in schools in disadvantaged areas. The first part of the program was the development of an information pool about the community and its resources through interviews and visits to agencies that could be used in support of teacher education in the community. As an outgrowth of these efforts, a joint proposal was drawn up for the development of a staff instructor of teaching and a workshop for the orientation of new elementary school principals. Finally, the project sought to strengthen the experiential portions of the university's teacher preparation program both before and after student teaching.

Director: J. Myron Atkins, University of Illinois, Urbana, Illinois

■ **Language Education for the Disadvantaged** was a seminar which aimed to improve a neglected area: language education. The seminar in language education for the disadvantaged had three stages: The first stage drew together interested personnel within Temple University to discuss the mutual concern of linguistic education for preservice teachers. The second stage brought public school personnel and higher education personnel together (chiefly from the Philadelphia geographic region) to discuss the major questions of language education. The third stage was projected as an attempt to establish a continuing relation among the staff members from the Philadelphia area.

Co-directors: Russell Hill, Norma Furst, Temple University, Philadelphia, Pennsylvania.

■ **The Preparation of Urban Teachers: A Syllabus. The Development of Curriculum Materials for the Urban Teacher Education Program at Fordham University.** Fordham's IIPD funds made possible the utilization of expert consultants in related academic fields and in the education of the disadvantaged, to meet and develop materials for a specific teacher education program (Fordham). The syllabus was so prepared that it could be used not only in New York City but in other urban areas faced with the task of preparing more effective teachers for their schools.

Director: Harry Rivlin, Fordham University

Coordinator: Valda Robinson, Fordham University, New York City

(Continued on page 15)

The publication program of the National Institute began in October, 1967. Since that time it has produced and disseminated nineteen publications in the form of—

project reports, *which gather all information on a Institute program;*

materials, *which abstract parts of a project applicable for practical use by educators;*

reports, *which select relevant portions from Institute conferences or research;*

working papers, *which share drafts of programs and on-going experimental testing;*

occasional papers, *which reprint research, opinion, papers of value to the Institute's users.*

In addition to its publications, disseminated free to program participants and available at cost to educational personnel, the Institute's **Bulletin**—*of which this is the sixth and last—has been distributed to more than seven thousand persons and institutions actively engaged in the preparation of educational personnel.*

Project Report/One

New Curricular Materials and the Teaching of the Disadvantaged. Comprehensive account of the three-day Washington conference of curriculum makers, specialists, generalists, and representatives of eight disadvantaged minority population groups.

Project Report/Two

Teacher Education: The Young Teacher's View. An evaluative report of four meetings—New Orleans, Boston, Los Angeles, and Detroit—of young teachers and future teachers, with those in the education profession who are currently preparing teachers.

Project Report/Three

The Bethel Project. The Oregon school district-University effort to recruit, train, utilize, assimilate, and evaluate teacher aides into a school system.

Project Report/Four

Three Conferences: Youth, Urbanization, and Work; Youth in a Changing Society; Teacher Education in a New Context. Provocative papers, with general introduction, from the three midwest conferences on the topics of relevance to teacher educators.

Project Report/Five

Professors in the Classroom. Evaluation of the professor-classroom exchange in New England.

Working Papers/One

The Preparation of Urban Teachers: A Syllabus. The development of curricular materials for the Urban Teacher Education Program at Fordham University. An overall introduction, "Children and Youth in Urban Schools," is followed by "Learning and Teaching," with three separate emphases: Early Childhood, Middle Grades, Secondary School. Now in experimental use at Fordham. Extensive bibliography of materials.

Materials/One

A Field Experience Guide. The interview instrument widely used in the Red River Valley Project, the inter-institutional project which sent teams of area classroom teachers, education professors, and academic professors to visit and interview inner-city and rural disadvantaged families.

Report/One

The Yale Conference. A working meeting of behavioral scientists and educators centered about "the child who will not learn."

Report/Two

The Atlanta Area Workshop on Preparing Teachers to Work with Disadvantaged Youth. A candid exchange between young teachers and eminent teachers of teachers on professional education.

Report/Three

Temple University Seminar: Language Education for the Disadvantaged. Position papers from linguistic scholars, teacher educators, and language curriculum designers.

Report/Four

Defining the Issues: Critical Problems in Teaching the Disadvantaged. An "eyewitness" account of a National Institute Committee meeting as relevant issues are discussed.

Occasional Paper/One

The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. A research report of a "grass-roots" study. Statistical data are included and interpreted.

Occasional Paper/Two

Design and Default in Teacher Education. A discussion of some of the political realities of teacher education.

Occasional Paper/Three

Two Papers from the Appalachia Cooperative Program in Teacher Education. Background papers on cultural and educational characteristics of Appalachia.

Occasional Paper/Four

Obstacles to Change: The Westchester Report. A candid, informal evaluation of a selected in-service training program.

Occasional Paper/Five

Perceived Problems of Rural Classroom Teachers of the Disadvantaged. Companion study to OP/One. Reports on rural teacher attitude, with statistical data interpreted and compared with inner-city study.

Occasional Paper/Special

Studies in Deprivation. Five detailed research reports, by eminent research psychiatrists and teachers, on the effects of deprivation on children, mentally, linguistically, socially, and culturally; and on the effects of racial attitude on teacher education. Martin and Cynthia Deutsch, Philip Freedman, Vernon Haubrich.

*On the reverse of this annotated sheet is an order form for all Institute publications.

Send the following publications now in print:

__Project Report/One **New Curricular Materials and the Teaching of the Disadvantaged.** Frank, Nat. Inst. Conf. 64 pp. $2.00 each.

__Project Report/Two **Teacher Education: The Young Teacher's View.** Kvaraceus, Kenney, Bartholomew. 48 pp. $1.50 each.

__Project Report/Three **The Bethel Project.** Belton, Pearl, University of Oregon. $1.00 each.

__Project Report/Four **Three Conferences: Youth, Urbanization, and Work; Youth in a Changing Society; Teacher Education in a New Context.** 48 pp. $1.50 each.

__Project Report/Five **Professors in the Classroom.** Kenney, Kvaraceus, Clark University. 36 pp. $1.00.

__Working Papers/One **The Preparation of Urban Teachers: A Syllabus.** Rivlin, Robinson, Fordham University. 220 pp. $2.00 each.

__Materials/One **A Field Experience Guide.** Eland, Red River Valley IIPD Project. $.50 each.

__Occasional Paper/One **The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools.** Cruickshank, Leonard, University of Tennessee. 12 pp. $.50 each.

__Occasional Paper/Two **Design and Default in Teacher Education.** Haubrich, University of Wisconsin. 2 pp. $.50 each.

__Occasional Paper/Three **Two Papers from the Appalachia Cooperative Program in Teacher Education.** Simpkins, Marshall University, Gerrard, Morris Harvey College. 24 pp. $.50 each.

__Occasional Paper/Four **Obstacles to Change: The Westchester Report.** Haubrich, University of Wisconsin. 4 pp. $.35 each.

__Occasional Paper/Five **Perceived Problems of Rural Classroom Techers of the Disadvantaged.** Cruickshank and others, University of Tennessee. 16 pp. $.50 each.

__Occasional Paper/Special **Studies in Deprivation.** Haubrich (ed.). 64 pp. $1.00 each.

__Report/One **The Yale Conference on Learning.** Zigler, Abelson, Yale University. $1.00 each.

__Report/Two **The Atlanta Workshop on Preparing Teachers to Work with Disadvantaged Youth.** $1.50 each.

__Report/Three **Temple University Seminar: Language Education for the Disadvantaged.** Hill, Furst, Temple University. 32 pp. $1.00 each.

__Report/Four **Defining the Issues: Critical Problems in Teaching the Disadvantaged.** Kenney, Clark University. 16 pp. $1.00 each.

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The Inter-Institutional Program Development Project

■ **The Senior College Cooperative Program in Teaching Disadvantaged Youth** planned and began to implement a cooperative program involving the teacher-training faculties at the senior institutions of higher learning in Mississippi. The first phase of the program was a meeting of deans of education in the sixteen institutions. Next through statewide and regional meetings, other educators explored which objectives in teaching disadvantaged youth could be supported with the resources being made available by IIPD. Next, in teams of three, the educators visited schools and community agencies associated with disadvantaged youth, observing school programs, and interviewing teachers and students in order to secure relevant data on how colleges might better train teachers.

Director: Roscoe Boyer, University of Mississippi, University, Mississippi

■ **The Sensitization Training Program for University Professors to the Sociological, Psychological, and Educational Problems of Disadvantaged Youth** was aimed to improve the competencies of university faculty in the preparation of teachers. This is expressed as the first major purpose in Western Michigan University's total program of preparing teachers for the disadvantaged. IIPD funds were used to support nine college professors from the disciplines of sociology, psychology, and anthropology, through two full-time terms. These educators worked to re-educate and re-orient themselves in order to participate in further teacher preparation programs for disadvantaged youth.

Director: Jesse M. Walker, Western Michigan University, Kalamazoo, Michigan

■ **The Special Program for Urban Teaching (SPURT)** had as its objectives:

1. To prepare teachers with greater understanding of and skills in working with disadvantaged children;
2. To create greater awareness of the problems of urban teaching in both faculty and students;
3. To create better communications and understanding between local schools and social agency personnel, and the college staff and students.

Three major thrusts were included in the plan: first, an emphasis on group dynamics and sensitivity training; second, extensive field work, both in schools and in social agencies; third, two courses in each of the four semesters preceding student teaching on methodology and the sociology of the disadvantaged.

Director: Lawrence B. Kenyon, Montclair State College, Upper Montclair, New Jersey

■ **The Red River Valley IIPD Project** explored the education of the disadvantaged in rural and urban areas and its relationship to teacher education. Each of the fourteen participating institutions (in North Dakota, South Dakota, Minnesota, Iowa) was asked to identify a team consisting of an area classroom teacher related to the institution; a junior student in teacher education; a college instructor in teacher education; and a college instructor in another discipline. After orientation and instruction, these teams of observers were sent into both an urban and a rural setting in order to obtain information, and in order to sensitize the participants to the subcultures of urban and rural poverty. The first field experience was designed to guide participants in Cleveland, Detroit, Milwaukee, Minneapolis, Omaha, and St. Paul. The second field experience engaged all participants in a survey of poverty in a rural school district near their college. In addition to the one-week site visits and the rural survey, there were numerous meetings for discussions of the discoveries.

Director: Charles Bruning, University of Minnesota, Morris, Minnesota

■ **Improving the Preparation of Teachers for the Urban Schools** was an effort of the ten Massachusetts state colleges to implement the findings of the earlier Laboratory-Seminar on Urban Teaching Problems conducted by the Division of State Colleges and the Anti-Defamation League of B'nai B'rith. The conference recommended more intense study of the educational problems of the disadvantaged as a task of high priority for the state colleges. Participants selected a Council on Urban Education comprised of representatives from each of the ten colleges. Task forces were then appointed on each college campus to study the problems related to educating the disadvantaged on each campus. The Council and ten task forces met statewide during the program and at least each month on individual campuses. A third change agent in the program was the heavy involvement of study and beginning teachers in the program's work. A conference in April, 1967, summarized the work and findings of the Council and the task forces.

Director: Francis X. Guindon, Massachusetts Division of State Colleges

■ **The Cleveland-Ohio State University Project** used its IIPD funds equally in four projects in the overall strategy developed by Ohio State University and the Cleveland public schools:

1. The Cleveland Inner-City Teacher Project, an applied research effort to effect behavioral change in inner-city teachers;
2. The planning for and evaluation of the entire Cleveland-Ohio State University Project;
3. Development of an elective program for prospective elementary teachers of the disadvantaged, in which inner-city schools would be used for laboratory experiences at the undergraduate or graduate level;
4. Project Visitation—wherein selected professors from the college of education spent three consecutive days in Cleveland to become more aware of educational problems in the inner city and their relation to teacher education.

Director: Virgil Blanke, Ohio State University, Columbus, Ohio

■ **The Sausalito Teacher Education Project (STEP)** is a cooperative venture of San Francisco Unified School District. Partially funded by IIPD project money, STEP encompasses grades K-8 and an articulation program with the secondary schools. STEP teacher candidates and the STEP faculty plan, study, and teach in a STEP Education Center.

Director: James E. Bixler, University of California, Berkeley

■ **Seminar: Exploration of Content and Experiences in the Preparation of Teachers for Urban Centers** was a series of meetings under the direction of the Northwest Regional Educational Laboratory, Portland. Representatives from cooperating institutions discussed topics such as—

What are the crucial problems in teacher preparation for urban centers? What content and experiences should be provided for in preparation of teachers for urban centers? What are alternative models for teacher preparation? What are the crucial gaps or restrictions between the content and experiences provided for and the alternative models used? What interventions could be planned to overcome the gaps? By what group?

Director: Robert Rath, Northwest Regional Educational Laboratory, Portland, Oregon

National Institute: An Impact

In its two and one-half years of existence the NDEA National Institute has generated and encouraged a wide range of programs and activities. In addition, its efforts have influenced program development and direction in the U.S. Office of Education and in the AACTE. The National Committee and the staff of the Institute are pleased to note that both the Office of Education and the Association have made commitments to continue and extend the work which has been carried on under the auspices of the Institute.

On the basis of recommendations made by the National Institute, the AACTE plans to continue a national effort to assist institutions and school systems to improve and initiate programs explicitly designed to prepare and upgrade teachers for work with the educationally deprived. Leadership for this effort will be provided by the professional staff of the Association. In addition plans are underway for the initiation of a program of regional conferences at which the proposals and recommendations of the National Committee's statement, *Teachers for the Real World,* will be discussed and evaluated by school and college personnel concerned with teacher education. The development of training protocols and materials needed to implement the program changes recommended by the National Committee also will be initiated by the Association. Opportunities for dissemination and consideration of the National Committee's proposals will be provided at the Association's meetings and through its publications.

Yale Conference

(Continued from page 6)

meeting appeared to be its illumination of the polarities of thought and differences of opinion existing within and across disciplines concerned with the developing child.

Major themes of the conference were the relationship between behavioral scientists and educators; the commitment of society to the educational enterprise; the selection and training of school administrators; the elimination of the "closed system" represented by many school systems and universities and the appropriate role of the social scientist in the school system.

From the Yale Conference there evolved recommendations for constructive steps toward the solution of some of the problems raised by the participants. The conferees suggested

> more effective utilization of educational "manpower" through a redefinition of the roles of auxiliary personnel;
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> increased efforts toward establishing arrangements for sharing personnel; *e.g.,* visiting lectureships, and joint appointments between schools of education and behavioral science;
>
> urgent attempts to more clearly define the national educational policy toward which education might direct its future development.

The conferees also suggested a specific proposal for an overall model for the inner-city school, while pointing to the necessity for different models designed for the suburban schools.

NDEA NATIONAL INSTITUTE EXPENDITURES

$1,340,000

❶	Administration	2.8%
❷	Sausalito — San. Fran. S.C.	18.6%
❸	Bethel — Univ. of Oregon	7.6%
❹	Western Mich. Univ.	7.6%
❺	University of Denver	7.1%
❻	Fordham Univ.	4.2%
❼	Mid-Cont. Reg. Ed. Lab.	3.6%
❽	U. of Minn. — Morris	3.6%
❾	U. of Tenn.	3.6%
❿	17 other projects	41.3%